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ABSTRACT

A glossary of bilingual education terms provides definitions of approximately 160 commonly used concepts in an attempt to standardize their usage. The major terms are organized alphabetically with related or subordinate terms listed under the major concepts. The glossary is designed for California bilingual educators in order to provide them with operational definitions of terms which appear in legislation, regulations, guidelines, and other documents related to bilingual education. For more precise term definitions, readers are referred to the appended bibliography. (RW)

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Glossary of Bilingual Education Terms

by
Robert A. Cervantes
Sara Duran

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INTRODUCTION

The preparation of this Glossary of Bilingual Education Terms resulted from the need to begin to standardize terms as a basis for furthering a common understanding. Heretofore, there has existed some confusion over terms used in bilingual education. This confusion is understandable in light of: (1) the rapid proliferation of terms resulting from the expansion of bilingual education programs; (2) the changing federal and state usage of different terms referring to the same population, programs and instructional components; and (3) the fact that bilingual education is multidisciplinary involving educational, linguistic research and even legal terms.

This Glossary is designed to address the need for clarity and consistency of bilingual education terms. It is intended as a resource guide that will provide operational definitions to school district personnel, particularly teachers, in order to standardize, as much as possible, the usage of terms which appear in legislation, regulations, supporting guidelines and other documents in relation to bilingual education.

The definitions are derived from a variety of primary and secondary sources. In certain cases, the definitions are an amalgam of how terms are used. Additionally, teachers, linguists and researchers generated a large number of terms. After an initial listing of words, the list was reviewed by a group of teachers to eliminate unnecessary and redundant terms. The definitions are stated in non-technical language for maximum useability. Certain terms (i.e., LES, NES, "exit") are not included in the Glossary since they are no longer appropriate or relevant under current California legislation.

For the purpose of this document, terms are arranged alphabetically. However, the definitions are organized under a thesaurus format; that is, terms are defined according to subject or topic. This arrangement allows one

to capture the interrelatedness and subordination of terms. Where a given term has an alternate or equivalent word, the term is designated with a "See Reference" to allow the reader to locate the term for purpose of definition.

Finally, a word of caution. This Glossary, as previously noted, is directed at practitioners with the intent of promoting a common understanding and usage of terms used in bilingual education. The Glossary is not a dictionary in the classical sense, nor is it the intent to represent terms in classical linguistic phraseology. Individuals desiring more precise derivation of words are referred to the bibliography.

INDEX

	PAGE
Activities	1
Affective Filter	1
Approach	1
• Alternate	1
• Alternate descipline	1
• Alternate half-day	1
• Alternate week	1
• Immersion	1 - 2
-- Classes	2
-- Programs	2
• Submersion	2
-- Classes	2
-- Programs	2
Assessment	2 - 3
• Diagnostic	3
• English language proficiency	3
• Parallel	3
• Primary language proficiency	3
Basic Interpersonal Communicative Skills	3
Basic Skills	3
Bicultural	3
Bilingual	3
• Additive	4
• Limited	4
• Partial	4
• Proficient	4
Bilingual-Crosscultural Teacher	4
Bilingual Teacher Credentials	5
• Bilingual-crosscultural specialist	5
• Standard credential with bilingual emphasis	5
• Emergency credential	5
• Certificate of competence	5
Bilingual-Crosscultural Teacher Aide	5
Bilingual Teacher Aide: Criteria for Primary Language Proficiency	5
Bilingual Education	6
Bilingual Education Improvement and Reform Act (AB 507)	6
Bilingual Program Quality Review Instrument (PQRI)	6
Bilingual Program Options	6
• Basic bilingual	6 - 7
• Bilingual-bicultural education	7
• Experimental and planned variation programs	7 - 8
• Secondary level language learning program	8
• Secondary level individual learning program	8
• Elementary level individual learning program	8

PAGE

Bilingual Program Orientation Document 8

Biliterate 8

Census of Pupils of Limited English Proficiency 9

Code Switching 9

Cognitive/Academic Language Proficiency (CALP) 9

Committee, Parent Advisory 9
- District level 9
- School level 9

Classification of Pupils (Language) 9
- Fluent English Proficient (FEP) ..... 9 - 10
- Limited English Proficient (LEP) 10

Comprehensible Second-Language Input 10

Continuity of Primary Language Instruction 10

Continuum of Skills 10
- Primary language literacy 10
- Primary oral language development 10

Contrastive Analysis 11

Culture 11
- Bicultural/Heterocultural 11
- Cultural Heritage 11
- Multicultural 11

Dominant Language 11

Drills, Language 11
- Expansion 11
- Repetition 11
- Replacement 12
- Substitution 12
- Transformation or Conversion 12

Dual Language Approach 12

English-as-a-Second Language (ESL) 12
- Communicative-based ESL 12
- Grammar-based ESL 12

English-as-a-Second Language/Intensive 12

English Reading Readiness 13

Errors, Second Language Learning 13
- Developmental 13
- Intralingual 13
- Negative transfer/interference errors 13

Equal Educational Opportunity 13

Equal Education Opportunities Act of 1974 13

Evaluation Terms 14

PAGE

- Criterion Referenced Tests (CRTs) 14
- Expectancy band 14
- Formative Evaluation 14
- Norm Referenced Tests (NRTs) 14
- Reliability 14
- Standarized Test 14
- Summative Evaluation 15
- Validity 15

First Language Interference 15

Glossing 15

High Intensity Language Training (HILT) 15

Home Language Identification 15

Individual Student Language Profile 16

Language Ability (Linguistic) 16

Language Classification - State 16
- Limited English Proficient 16
- Fluent English Proficient 16

Language Classification - Federal/OCR 16

Language Development 16
- Expressive ..... 16 - 17
- Receptive 17

Language Development Specialist 17

Language Dominance 17

Language Minority Pupil 17

Language, Primary (L1)/Native 17

Language Proficiency 17

Language, Second 17

Lau v. Nichols 18
- Lau remedies/guidelines 18
- Lau students 18

Linguistics 18

Linguistic Skills 18

Linguistics: Applied Disciplines 18
- Psycholinguistics 18
- Sociolinguistics ..... 18 - 19

Linguistically Appropriate Instruction 19

Linguistics, Subdisciplines 19
- Lexicon 19
- Morphology 19
- Phonology 19
- Syntax 19

"May 25th" Memorandum 19

Model(s) ..... 19 -20

PAGE

- Bilingual teacher and aide 20
- Departmental 20
- Pull-Out 20
- Magnet 20
- Monolingual teacher with a bilingual aide 20
- Self-contained classroom 20
- Team teaching 20

Monitor 21

Minority Groups 21

Method(s)/Methodology 21
- Cognitive 21
- Concurrent 21
- Direct 21
- Eclectic 22
- Oral/aural - audiolingual 22
- Preview-review 22
- Separate use of L1 - L2 22
- Total Physical Response (TPR) 23
- Translation 23
- First language use 23

Morphology 23

Multicultural 23

Non-Minority English Proficient Pupils 23

Peer Teaching 23

Planned Instruction 23

Reclassification, Language 24
- Reclassification Criteria 24

Second Language Acquisition 24

Socio-Affective Filter 24

Spanish (or "X") as-a-Second-Language ..... 24 - 25

Techniques 25
- Standard exercises 25
- Structured 25
- Unstructured 25

Waiver(s), Teacher 25

References ..... 26 - 27

ACTIVITIES

A set of specific acts by the teacher and/or student, for example: games, tongue twisters, and songs. An activity that has been developed sufficiently constitutes a technique; for example: the structured use of singing to obtain improved language phrasing, pronunciation, and accentuation. In most cases, however, a song is an activity. (See Techniques)

AFFECTIVE FILTER

A construct which refers to the effects of personality, motivation, and other affective variables on second language acquisition. These variables interact with each other and with other factors to raise or lower the affective filter. It is hypothesized that when the filter is "high," the L2 acquirer is not able to adequately process "comprehensible input"

APPROACH

A term applied to a complex set of intructions about what and how to teach. The primary aim of an approach is to combine a series of methods and techniques into a system. An approach may also be referred to as a teaching strategy.

ALTERNATE DAY

When the language of instruction alternates, that is: instruction is given in English one day and in the primary language the next. Also referred to as the "dual" language approach.

ALTERNATE DISCIPLINE

On a given day the language of instruction alternates between subjects, i.e., math is given in English, music in the primary language and science in English. The following day subjects that were taught in English are taught in the primary language and so on. All subjects are taught in both languages.

ALTERNATE HALF-DAY

Instruction is given in the primary language for one-half of the day and in English for the other half.

ALTERNATE WEEK

Instruction is given entirely in the primary language for one week and entirely in English next.

IMMERSION

All instruction is given in the student's second language--for a determinate period of time. The students are instructed in one

language only in order to immerse them totally in the language. The amount of time of immersion and whether he/she will receive any instruction in his native language afterwards depends upon the specific type of program.

IMMERSION CLASSES

Subject matter class periods delivered in L2 in which teachers (1) homogeneously group L2 acquirers (2) speak in a native speaker to non-native speaker register such as "motherese" or "foreigner talk," and (3) provide L2 acquirers with substantial amounts of "comprehensible second language input"

IMMERSION PROGRAM

An organized curriculum which includes: (1) L1 development, (2) L2 acquisition, and (3) subject matter development through L2. Immersion programs are developed and managed so that participating students may develop proficient bilingualism.

SUBMERSION

SUBMERSION CLASSES

Subject matter class periods delivered in L2 in which teachers (1) mix native speakers with second language acquirers, (2) speak in a native speaker-to-native speaker register, and (3) provide L2 acquirers with only minimal amounts of "comprehensible second language input"

SUBMERSION PROGRAM

An organized curriculum designed for native speakers of a language but often used with language minority students. No special instructional activities focus upon the needs of language minority students. Submersion programs are often referred to as "Sink or Swim" models. In such programs, language minority students commonly experience a form of subtractive bilingualism, usually limited bilingualism.

ASSESSMENT

The determination of a pupil's skills through the use of one or more instruments or procedures, such as tests, questionnaires, teacher judgement, or examination of student records.

DIAGNOSTIC

The analysis of a pupil's skills for the purpose of instruction. This would include the measurement of the student's speaking, comprehension, reading and writing skills. The assessment should be regularly updated to provide a curriculum, meeting the individual needs of each pupil or limited English proficiency.

ENGLISH LANGUAGE PROFICIENCY

An assessment of English language skills of comprehension, speaking, reading and writing of all pupils whose primary language is other than English. Reading and writing skills need not be assessed for pupils in kindergarten and grades 1 and 2. (See Classification, Pupils of Limited English Proficiency.)

PARALLEL

The examination of a student's language proficiency in the primary language as well as English. The results of the parallel assessment shall determine the extent and sequence in which English and the primary language will be used in the instruction of basic skills.

PRIMARY LANGUAGE PROFICIENCY

Those pupils designated as being of limited English proficiency are assessed in their primary language, including speaking, comprehension, reading and writing, to the extent that assessment instruments are available. (See Assessment, Parallel.)

BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS)

A construct originally developed by Cummins (1979) which refer to aspects of language proficiency strongly associated with basic communicative fluency achieved by all normal native speakers of a language. Although BICS are not highly correlated with literacy and academic achievement, they are viewed as a prerequisite. The construct has been further refined in terms of "cognitively undemanding-contextualized" skills.

BASIC SKILLS

Basic skills, according to AB 507 (Sec. 7, 52163) refer to language arts, including, but not limited to, reading and writing, and mathematics.

BICULTURAL (SEE CULTURE)

BILINGUAL

The ability to understand and speak two languages usually acquired through

natural exposure in the form of social interaction, or through systematic and deliberate study. Bilingualism includes the development of receptive as well as expressive features of the languages such as phonology, lexicon, morphology, syntax and semantics to various degrees (see below).

ADDITIVE

A process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language.

LIMITED

A level of bilingualism at which individuals attain less than native-like proficiency in both L1 and L2. Such individuals invariably acquire Basic Interpersonal Communicative Skills in L1 and often demonstrate Basic Interpersonal Communicative Skills in L1 and often demonstrate Basic Interpersonal Communicative Skills in L2 as well.

PARTIAL

A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills in one language, but achieve less than native-like skills in some or all of these skills areas in the other language.

PROFICIENT

A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills in both L1 and L2.

BILINGUAL-CROSSCULTURAL TEACHER

A person who (1) holds a valid, regular California teaching credential and (2) holds either a bilingual-crosscultural certificate of proficiency or other credential in bilingual education authorized by the Commission for Teacher Preparation and Licensing or a bilingual-crosscultural specialist credential. Such a person shall be fluent in the primary language and familiar with the cultural heritage of limited-English-proficiency pupils in the bilingual classes he or she conducts. Such a person shall have a professional, demonstrated working knowledge of the methodologies which are necessary to educate effectively those pupils.

BILINGUAL TEACHER CREDENTIALS

One of the following credentials or certificates: a) Bilingual-crosscultural specialist; b) Standard credential with a bilingual emphasis; c) Emergency credential; and d) Certificate of competency.

(a) BILINGUAL-CROSSCULTURAL SPECIALIST

A post graduate credential of advanced specialization in the language and culture of the target population and in bilingual-crosscultural teaching methods and strategies best suited for instructing limited English proficient pupils. It usually represents a full academic year of post-baccalaureate study and commonly leads to a Master of Arts degree.

(b) STANDARD CREDENTIAL WITH A BILINGUAL EMPHASIS

A standard multiple subject (elementary) or single subject (secondary) credential which authorizes teaching in both a regular and bilingual program. The bilingual emphasis demonstrates competencies in the target language of limited-English proficient pupils, knowledge of culture and bilingual teaching methods.

(c) EMERGENCY CREDENTIAL

An emergency bilingual certificate of competence teaching credential which authorizes teaching at grade twelve and below in classes for limited English proficient students when a fully credentialed teacher is not available. A school district must recommend an applicant for this credential and submit a statement of need, demonstrating that the district has sought, but has been unable to find a person having the appropriate credential.

(d) CERTIFICATE OF COMPETENCE

The Commission of Teacher Preparation and Licensing provides an assessment procedure by which persons holding a valid teaching credential may demonstrate competence as bilingual-crosscultural teachers. These certificates shall certify as a minimum, the following: a) that the person is competent in both the oral and written skills of a language other than English; b) that the person has both the knowledge and understanding of the cultural and historical heritage of the students whose native language is other than English; c) that the person successfully can teach the basic teaching authorization in English and in a language other than English, and that person has been formally trained and is competent in the fields of language acquisition and development, structure of modern English, and basic principles of linguistics. The holder of this certificate is authorized to teach students whose native language is other than English.

BILINGUAL-CROSSCULTURAL TEACHER AIDE

An aide fluent in both English and the primary language of the pupil or pupils of limited English proficiency in a bilingual-bicultural program. Such an aide shall be familiar with the cultural heritage of pupils of limited English proficiency in the bilingual classes to which he or she is assigned.

BILINGUAL TEACHER AIDE: CRITERIA FOR PRIMARY LANGUAGE PROFICIENCY

A written school district document indicating assessment criteria and assessment of each bilingual-crosscultural teacher aide and specifying a minimal proficiency in each of the following areas of the primary language of the LEP students: (a) pronunciation; (b) grammar; (c) vocabulary; (d) fluency; (e) comprehension; and (f) literacy.

BILINGUAL EDUCATION

The use of two languages for the purposes of academic instruction consisting of an organized curriculum which includes: (1) L1 development, (2) L2 acquisition, and (3) subject matter development through L1 and L2. Bilingual programs are organized so that participating students may attain a level of proficient bilingualism as a performance objective. (Also see Bilingual Program Options)

BILINGUAL EDUCATION IMPROVEMENT AND REFORM ACT (AB 507/80)

The 1980 California law (Chapter 1339/81) which prescribes programs for pupils of limited English proficiency. The act addresses all aspects of bilingual-bicultural education, including, but not limited to the assessment process, program options, and teacher certification requirements.

BILINGUAL EDUCATION PROGRAM QUALITY REVIEW INSTRUMENT (PQRI)

A systematic approach for consistent and objective school site review of programs serving language minority students. The Bilingual PQRI provides school district personnel with a set of quality standards for bilingual education services; furnishes school site staff with important, formative evaluation input regarding programs and serves as a data collection device in identifying current practices in the field of bilingual education.

BILINGUAL PROGRAM OPTIONS

Each pupil of limited English proficiency enrolled in the California public school system in kindergarten through grade 12 shall receive instruction in a language understandable to the pupil which recognizes the pupil's primary language and teaches the pupil English. The following program options for K-6 are indicated under options (a), (b), (c)which must be offered K-6 where there are ten or more pupils of limited English proficiency in one language in one grade level, and (f) and for grades 7-12 and options (d), (e).

(a) BASIC BILINGUAL EDUCATION

A system of instruction which builds upon the language skills of the pupil and which consists of, but is not limited to, all

of the following:

(1) A structured English language development component with daily instruction leading to the acquisition of English language proficiency, including English reading and writing skills.

(2) A structured primary language component with daily basic skills instruction in the primary language for the purpose of sustaining achievement in basic subject areas until the transfer to English is made.

As the pupil develops English language skills, the amount of instruction offered through English shall increase.

(b) BILINGUAL-BICULTURAL EDUCATION

A system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction which builds upon and expands the existing language skills of each participating pupil which will enable the pupil to achieve competency in both languages. This instruction shall include all of the following:

(1) Daily instruction in English language development which shall include:

(A) Listening and speaking skills.
(B) Reading and writing skills; formal instruction in reading and writing of English shall be introduced when appropriate criteria are met.

(2) Language development in the pupil's primary language, including oral and literacy skills.

(3) Reading in the pupil's primary language.

(4) Selected subjects taught in the pupil's primary language.

(5) Development of an understanding of the history and culture of California and the United States, as well as an understanding of customs and values of the cultures associated with the language being taught.

(c) EXPERIMENTAL AND PLANNED VARIATION PROGRAMS

Innovative programs may include the provisions outlined by AB 507 and require English language and primary language development. Such programs may include new management approaches, greater emphasis on team teaching, or other appropriate improvements which expand the learning opportunities of pupils of limited English proficiency.

Planned variation programs are implemented for the purpose of comparing and improving language development programs for pupils of limited English proficiency. The primary focus is on appropriate instruction for pupils of limited English proficiency whose English skills are superior to their skills in their primary language.

(d) SECONDARY LEVEL LANGUAGE LEARNING PROGRAM

A program which provides (1) a prescriptive English language program that systematically develops a pupil's listening and speaking skills, knowledge of linguistic and grammatical structure leading to proficiency in reading and writing English, (2) primary language instructional support to sustain academic achievement in content subject areas required for high school graduation. The prescriptive English language program shall be based on the diagnosis of a pupil's language skills and shall be conducted as an integral instructional program of English curriculum for not less than one full period a day for the purpose of providing pupils with minimum English language competencies. The primary goal of such programs shall be to teach pupils English.

(e) SECONDARY LEVEL INDIVIDUAL LEARNING PROGRAM

An individualized systematic program of instruction which meets the needs of limited-English-proficient pupils and builds upon their language skills in order to develop proficiency in English. The primary goal of all such programs shall be to teach the pupil English.

(f) ELEMENTARY LEVEL INDIVIDUAL LEARNING PROGRAM

A program of instruction for a pupil of limited English proficiency in which any one of the three program options described in (a), (b), or (c) is individualized to meet the needs of the pupil of limited English proficiency and is offered in a manner consistent with the requirements of this article. The primary goal of all such programs shall be to teach the pupil English.

BILINGUAL PROGRAM ORIENTATION DOCUMENT

A written statement that describes the intent and content of bilingual education program. Information is included on the following topics: (1) services for different types of students; (2) probably student and program outcomes; (3) student identification and placement procedures; (4) curriculum and instructional services; (5) staffing arrangements; and (6) parent and community involvement opportunities.

BILITERATE (See Bilingual)

A person who is literate in two languages; that is, a person who can speak, read, and write in two languages with native or near native ability.

CENSUS OF PUPILS OF LIMITED ENGLISH PROFICIENCY

Each school district shall ascertain not later than the first day of March of each year, under regulations prescribed by the State Board of Education, the total number of pupils of limited English proficiency within the district, and shall classify them according to their primary language, age, and grade level. In addition, this census shall contain a determination of the primary language of each pupil enrolled in the school district and an assessment of language skills of all pupils whose primary language is other than English.

CODE SWITCHING

The alternation between distinct languages, between varieties of a single language, or between features within a single variety. Code switching is ordinarily viewed as a characteristic of the interaction of language and social setting. (Code switching is often times referred to as "alternation")

COGNITIVE/ACADEMIC LANGUAGE PROFICIENCY (CALP)

A construct which refers to aspects of language proficiency strongly related to literacy and general cognitive development and academic performance in formal schooling contexts. This proficiency varies substantially from individual to individual. Standardized achievement tests are the basic measures used to determine one's cognitive/academic language proficiency.

COMMITTEE, PARENT ADVISORY

Parent advisory committees are established, pursuant to statutory requirements, to guide conduct of local bilingual programs, and to function as a bridge to the community. There are two levels of bilingual parent advisory committees, district and school.

DISTRICT LEVEL

A District Bilingual Advisory Committee required when a school district has fifty or more pupils of limited English proficiency. Parents or guardians of LEP pupils, not employed by the school district constitute a majority of the committee. The specific tasks of the committee are: (1) Establishment of a timetable for the development of a district master plan for bilingual education; (2) Districtwide needs assessment on a school by school basis; (3) Establishment of district program goals and objectives in bilingual education; (4) A plan to ensure compliance of teacher certification a waiver requirements; (5) Administration of the annual language census; and (6) Review and comment on the district language reclassification plan.

SCHOOL LEVEL

A school level advisory committee when a school has twenty or more pupils of limited English proficiency on which parents or guardians of such pupils constitute membership in at least the same percentage as their children represent of the total number of pupils in the school.

CLASSIFICATION OF PUPILS (LANGUAGE)

FLUENT ENGLISH PROFICIENT (FEP)

Pupils whose English proficiency and literacy skills is comparable

or substantially equivalent to that of the majority of pupils of the same age or grade whose primary language is English.

LIMITED ENGLISH PROFICIENT (LEP)

Pupils who do not have the clearly developed English language and literacy skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to pupils of the same age or grade whose primary language is English. Pupils who have no proficiency in their primary language are not included within this definition. All students formerly classified as LES (limited-English-speaking) or NES (non-English-speaking) are designated as Pupils of Limited English Proficiency or LEP.

COMPREHENSIBLE SECOND-LANGUAGE INPUT

Understandable language and meaningful language directed at L2 acquirers under certain planned conditions. Comprehensible L2 input is characterized by (a) focus on communicative content rather than language forms; (b) frequent use of concrete contextual referents; (c) lack of restriction on L1 use by L2 acquirers, especially in the initial stages; (d) careful grouping practices; (e) minimal language form correction by teaching staff; and (f) motivational situations.

CONTINUITY OF PRIMARY LANGUAGE INSTRUCTION

At least three consecutive years of primary language instruction (oral language, reading and subject matter classes). In the case of students in kindergarten through grade 2, continuity refers to primary language instruction of their entire school experience.

CONTINUUM OF SKILLS - PRIMARY LANGUAGE LITERACY

A scope and sequence of developmental skills consisting of two parts: (a) A list of at least ten specific reading skills in each of the following topic areas: (1) reading readiness, (2) decoding, (3) literal and inferential comprehension, (4) literacy skills, and (5) study skills; (b) A list of at least ten specific writing skills in each of the following topic areas: (1) handwriting, (2) spelling, and (3) mechanics and discourse.

CONTINUUM OF SKILLS - PRIMARY ORAL LANGUAGE DEVELOPMENT

A scope and sequence of developmental oral language skills consisting of at least ten specific skills in each of the following topic areas: (a) vocabulary, (b) grammar, and (c) language use functions.

CONTRASTIVE ANALYSIS

The systematic comparison of the structure of one language with another. Contrastive analysis had pedagogical implications to the extent that the teacher (or researcher) attempts either to predict or explain errors in L2 with reference to its structural differences with L1. (See Errors, Second Language Learning.)

CULTURE

A complex combination of characteristics of a given people or nation that distinguishes one population group from other groups. Culture comprises a group's ideas, habits, values, attitudes, and institutions. It possesses physical and material aspects of technology and economics. An integral part of culture involves the arts, folklore, music, drama, and dance. The language of a culture represents the symbolism of abstract thought.

BICULTURAL/HETEROCULTURAL

A person who values the heritage represented in two language groups without preference, and behaves appropriately in either situation.

CULTURAL HERITAGE

The traditions that have been inherited or derived from a culture.

MULTICULTURAL

A person who values the heritage represented in several languages and/or dialect groups and behaves appropriately in each situation.

DOMINANT LANGUAGE (See Language, Dominant)

DRILLS, LANGUAGE

EXPANSION

A drill pattern in which the student is given a word or expression to be added to a previously stated sentence, for example, "I speak English" to "I speak English very well."

REPETITION

Two or three examples of a desired response is modeled by the teacher before students respond, as whole class, subgroups, or individual.

REPLACEMENT

A drill pattern in which the student is expected to replace one part of speech by another, for example, nouns by pronouns.

SUBSTITUTION

A drill pattern in which the same part of speech in place of a word in the model speech, for example, noun is replaced by another noun; an adjective is replaced by another adjective, and so forth.

TRANSFORMATION OR CONVERSION

A drill pattern in which students change words from singular to plural or verbs from present to past.

DUAL LANGUAGE APPROACH (See Approach, Alternate Day)

ENGLISH-AS-A-SECOND LANGUAGE (ESL)

A specific kind of instruction in structural patterns in English characterized by oral and written drills with practice, sequencing of the introduction of new structural elements, and suggestions for their use in class.

COMMUNICATIVE-BASED ESL

A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use and not on language form and usage. Examples of communicative-based ESL instructional approaches include Suggestopedia, Natural Language, and Community Language Learning.

GRAMMAR-BASED ESL

A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to produce grammatically correct utterances in the target language. In grammar-based ESL, the focus is on language form and usage and not on language function and use. Examples of grammar-based ESL instructional approaches include Grammar-Translation, Audiolingualism, and Cognitive Code.

ENGLISH AS A SECOND LANGUAGE/INTENSIVE (See Approach, Immersion)

ENGLISH READING READINESS

A written statement containing specific criteria for the introduction of formal reading instruction in English to LEP students. One criterion must specify a minimal level of oral English language proficiency. A second criterion must indicate attainment of specified primary language reading skills in at least the following topic areas: (a) reading readiness; (b) decoding; (c) literal and inferential comprehension; (d) literary skills; and (e) study skills.

ERRORS, SECOND LANGUAGE LEARNING

DEVELOPMENTAL ERRORS

Those errors that occur as a result of the processing strategies the child uses to organize and produce a new language. These errors are similar to those that children learning their first language produce.

INTRALINGUAL ERRORS

Those errors that result from the negative transfer of items within the target language (as opposed to negative transfer from L1). Intralingual errors result from the incorrect generalization of a rule within L2. An asymmetrical grammatical form such as that resulting from simplification (e.g. omission of the "s" in the third person singular verbs in English).

NEGATIVE TRANSFER/INTERFERENCE ERRORS

Negative transfer occurs when a student produces errors in the second language which are believed to be the result of the child's transferring the structures of native language into those of the second language.

EQUAL EDUCATIONAL OPPORTUNITY

When referring to Bilingual Education, equal educational opportunity means providing relevant instruction to pupils of limited English proficiency. In the Lau v. Nichols decision the Supreme Court declared, for the first time, that public schools could not ignore the problems faced by students whose primary language is other than English. (See Lau v. Nichols.)

EQUAL EDUCATION OPPORTUNITIES ACT OF 1974

Section 204(a) of the Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1711 et seq. states that "No state shall deny equal educational opportunity to an individual, on account of his or her race, color, sex or national origin..."

EVALUATION TERMS

CRITERION REFERENCED TESTS

A test used to evaluate the attainment of particular instructional objectives. The criterion is the standard of mastery on which a judgement is based. Criterion referenced tests are usually locally developed and lack normative and psychometeric data.

EXPECTANCY BAND

A range of scores on a test of achievement considered to be "average" for a given age and grade. For the purpose of language reclassification, it is defined as the range formed by scores above and below the mean score within which the scores of approximately one-third of all nonminority students are distributed; that is, approximately two-thirds of nonminority scores will be at or above the lowest score of the band.

FORMATIVE EVALUATION

Enroute assessment (evaluation) of a program during its planning and operation for the purposes of providing periodic information/data to make necessary changes to improve processes and outcomes. It ususally involves informal data collection (e.g., interviews, questionnaire, review of documents), some formal pupil testing, and documentation. This type of evaluation tends to be internal and sometimes done by project staff. It seeks to improve the program and not make definitive judgments of program impact.

NORM REFERENCED TESTS

A test which compares a student's achievement with a population of similar students.

RELIABILITY

A statistically derived measure (reliability coefficient) of determining whether a test consistently obtains the same result. There are several types of reliability coefficients, the most common of which are : (1) internal consistency, a statistical measure derived through an item analysis of the test; (2) interscores reliability, a correlation of how consistently two (or more) raters score the same subject's test; and (3) test-retest, a correlation derived from testing a sample twice on the same test usually given about two weeks apart.

STANDARDIZED TEST

A test that is composed of empirically selected items with normative, reliability and validity data and definitive instructions for administration, scoring and use. Both norm-referenced and criterion-referenced tests can be standardized.

SUMMATIVE EVALUATION

An assessment (evaluation) of a program to determine the nature and degree of the outcomes of carefully defined variables, such as pupil affective, linguistic or achievement gains over the year. It usually involves formal pre-post testing and careful examination and documentation of instructional treatments to determine cause and effect. This type of evaluation is judgemental.

VALIDITY

A measure of how well a test is measuring what it claims. There are numerous methods to determine validity such as: (1) criterion related validity (i.e., predictive and concurrent validity) which is statistical correlation obtained by comparing test scores (or predictions made from them) with an external variable which is considered to provide a direct measure of the characteristic being measured; (2) content validity, an anlysis, judgement or evaluation of the extent to which the test content actually measures what it's suppose to (there is no statistical analysis); and (3) construct validity, a measure of the degree that a test is said to measure some theoretical trait or concept.

FIRST LANGUAGE INTERFERENCE (See Errors, Second Language Learning)

GLOSSING

That technique in which teachers in different content areas plan their daily lessons as usual, but in addition, prepare a list of difficult vocabulary items and idioms used in each particular lesson and define the items in simple language as they relate to the classroom activity. All students receive the lists and a brief discussion of the new terminologies precedes actual lessons.

HIGH INTENSITY LANGUAGE TRAINING (HILT)

An acronym for High Intensity Language Training. The original model project was instituted to develop understanding of the cultural mores and values of the Mexican American people as well as the Spanish language. It was offered to non-Spanish speaking Teacher Corps interns and team leaders from many parts of the nation who would be working with Spanish speaking children and their parents. (See Approach, Immersion.)

HOME LANGUAGE IDENTIFICATION

The process of determining the primary or home language of each student. Upon enrolling children in California public schools, parents are asked to answer the following questions: (1) Which language did your son or daughter learn when he or she first began to talk? (2) What language does your son or daughter most frequently use at home? (3) What language do you use most frequently to speak to your son or daughter? (4) Name the language most often spoken by the adults at home. This information is to be maintained in the pupil's record folder.

INDIVIDUAL STUDENT LANGUAGE PROFILE

In a bilingual classroom, a written record, readily accessible to classroom teachers, that contains information on at least four of the following topics: (a) Home language use; (b) School language use; (c) Student and parent attitudes toward the home language, culture, and bilingual education; (d) Language proficiency test results in both L1 and L2 (BICSs); (e) Standardized test results in language and reading in both L1 and L2 (CALP); (f) Interviews by bilingual specialists; (g) Classroom teacher observations.

LANGUAGE (LINGUISTIC) ABILITY

The ability to use the system of sounds to send and receive messages. Language ability is how to listen and speak, read, write and use language to carry on basic thinking processes. There is an intricate relationship between language and thought.

LANGUAGE CLASSIFICATION: STATE

According to AB 507 regulations, there are three categories of language fluency:

A. Pupils of Limited English Proficiency (LEP)
B. Pupils of Fluent English Proficiency (FEP)

LANGUAGE CLASSIFICATION: FEDERAL/OCR

According to the Lau guidelines, there are five categories of language minority pupils:

A. Monolingual other than English
B. Predominately other than English
C. Bilingual
D. Predominately English, but some other language
E. Monolingual English

LANGUAGE DEVELOPMENT

The acquisition of the basic skills for communication. These skills are receptive (listening, reading) as well as expressive (speaking, writing) in nature. The language development process starts at infancy and continues throughout life. Some theorists maintain that this learning is done through imitation; others maintain that it is a creative process of learning through mistakes; still other linguists believe it is a matter of internalizing language patterns.

LANGUAGE: EXPRESSIVE

Speaking and writing are the expressive areas of language. These are productive language arts. It is in language production that

people draw upon their language repertoire to transmit messages to others.

LANGUAGE: RECEPTIVE

Listening and reading are the receptive areas of language; they hold a pivotal place in the language development experience. Receptive language arts are the channels through which people build up an ever increasing repertoire of language meaning and structures through which they receive continuing input from others.

LANGUAGE DEVELOPMENT SPECIALIST

A teacher trained and competent in the field of English language learning, including second language acquisition and development, structure of modern English, and basic principles of linguistics. The specialist is also competent in the implementation of bilingual methodology and knowledgeable of the cultural needs of students.

LANGUAGE DOMINANCE

An individual's degree of bilingualism; that is, the relative proficiency of the individual's language competence with respect to more than one language. The essence of language dominance is the comparison of two languages and the resulting specification of relative language proficiency.

LANGUAGE MINORITY PUPILS

Those pupils who are designated as having a home language other than English. These pupils may or may not be pupils of limited English proficiency (LEP).

LANGUAGE, PRIMARY (L1)/NATIVE

A language which is the language the pupil first learned or the language which is spoken in the pupil's home. Also referred to as L1 and/or home language, native language, dominant language.

LANGUAGE PROFICIENCY

The degree to which an individual exhibits control in the use of a language including phonological, syntactic, lexical and semantic systems, as well as discourse and stylistic rules for oral and written communication.

LANGUAGE, SECOND (L2)

An individual's second language; a language learned in addition to one primary language. Within the context of bilingual education, L2 usually refers to the English language.

LAU V. NICHOLS (414 U.S. 563)

The landmark 1974 Supreme Court case which required the establishment of special educational programs for students whose primary language is other than English. The court action was brought by thirteen non-English speaking-Chinese origin students on behalf of approximately three thousand Chinese-speaking students in the San Francisco Unified School District. Those alleged that the students were being effectively denied an education because they could not comprehend the language in which they were being taught. This case argued that the failure to teacher these students bilingually should be prohibited on two legal grounds: first, that no to do so was a violation of their Constitutional right to "equal protection under the law;" second, that it was a violation of the Civil Rights Act of 1964.

LAU REMEDIES/GUIDELINES ("TASK FORCE FINDINGS SPECIFYING REMEDIES AVAILABLE FOR ELIMINATING PAST EDUCATIONAL PRACTICES RULES UNLAWFUL UNDER LAU V. NICHOLS" OCR, 1975)

The Lau Remedies describe the obligation of school districts to take affirmative steps to provide appropriate instructional programs to non-English dominant students.

LAU STUDENTS (See Language Classification-Federal)

Students whose primary language is other than English and who are designated into one of the five language classifications stipulated in the Lau Guidelines.

LINGUISTICS

The systematic (often termed 'scientific') study of language. Major subdisciplines include phonology, syntax, and semantics; and historical linguistics. Allied disciplines include sociolinguistics, psycholinguistics, ethnolinguistics, neurolinguistics, and so forth.

LINGUISTIC SKILLS

The basic language skills needed for communication: listening, speaking, reading, and writing.

LINGUISTICS: APPLIED DISCIPLINES

PSYCHOLINGUISTICS

The study of language as a characteristic human behavior. Psycholinguistics inquiry focuses especially on patterns of, and attitudes toward, language use and/or language acquisition.

SOCIOLINGUISTICS

The study of the systematic influence of various social and situational

factors on language structure and linguistic variation. Such factors include socioeconomic class, locale, discourse setting, topic, age, sex, and so forth.

LINGUISTICALLY APPROPRIATE INSTRUCTION

A relevant instructional program to meet individual student needs when teaching English and other subjects to students of limited English proficiency. Those involved in the planning and implementation of instruction should take into account the following: the child's native language and dialect; his/her second language skills; and sociocultural factors.

LINGUISTICS, SUBDISCIPLINES

LEXICON

The inventory, or 'dictionary', of words, idioms, collocations, and bound morphemes that the speakers of a language share.

MORPHOLOGY

The systematic patterning of minimal 'chunks' of meaning (morphemes). Morphemes may be words, derivational affixes (like 'nes'), or inflectional endings (such as the third person singular 's' on verbs). Morphology belongs to the joint domain of phonology (morphophonemics), syntax (morphosyntax), and the lexicon.

PHONOLOGY

The rules, processes, and conditions that account for the systematic patterning of sound in speech. Phonology is to be distinguished from phonetics, which is the study of the acoustic and articulatory properties of sounds themselves.

SYNTAX

The rules and/or constraints that govern the 'grammatical' arrangement of words in phrases, clauses, and sentences.

"May 25" MEMORANDUM

The May 25, 1970 (DHEW) memorandum states in part that "where inability to speak and understand English language excludes national-origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to the students."

MODEL(S)

A "package" that spells out the approach, process, methods, and techniques as

well as providing the materials to be utilized and sometimes even the tests to be administered.

BILINGUAL TEACHER AND BILINGUAL AIDE

A model in which both the certifcated teacher and the paraprofessional are bilingual. The teacher conducts the planning and supervises the aide but either can provide instruction in the student's primary language.

DEPARTMENTAL

A model generally used at the secondary level. Students receive instruction in content areas (i.e., math, social studies) from different teachers in two different languages (or bilingually).

PULL-OUT

A model in which pupils from different classes are "pulled out" and given special instruction in various subjects by a bilingual teacher.

MAGNET SCHOOL

A school or Education Center that offers a special curriculum. In the bilingual model, the magnet school would offer bilingual education to students across school boundary lines.

MONOLINGUAL TEACHER WITH A BILINGUAL AIDE

A model in which the teacher is monolingual English speaking and the paraprofessional speaks a language other than English. The teacher conducts the planning and supervises the aide. The aide provides instruction in the student's primary language. (The monolingual teacher is required to be on "waiver" and in a program leading to bilingual certification).

SELF-CONTAINED CLASSROOM

A classroom model in which there is one bilingual teacher may be assisted by a bilingual aide.

TEAM TEACHING (See Dual Language Approach)

A model where two teachers - one bilingual and one monolingual work as a team. The monolingual teacher serves as the English language model, the bilingual teacher serves as the primary language model.

MONITOR

A construct developed to refer to the mechanism by which L2 learners process store, and retrieve conscious language rules. Conscious rules are placed in the Monitor as a result of language learning. In order to effectively use the Monitor, L2 users must have (1) sufficient time to retrieve the desired rule, (2) a task which is focused on language forms and not on language functions, and (3) previsouly learned correctly and stored the rule. These three conditions are rarely present in normal day-to-day conversational contexts.

MINORITY GROUPS

Persons belonging to an identified racial or ethnic minority group, namely; native American, Pacific Islander, Asian, Black, Filipino and Hispanic or Spanish surnamed.

METHOD(S)/METHODOLOGY (FOR ENGLISH SKILLS INSTRUCTION)

A systematic way of presenting material for instruction. A method may be incorporated into a model or approach, and may consist of several techniques in the implementation of the teaching/learning effort.

COGNITIVE

The cognitive method involves conscious (instead of rote) learning of patterns or drills. It is used to teach basic rules of language through use of dialogues that exemplify those rules. Oral skills are emphasized, but pronunciation of particular phonetic features are not expected to be perfected. The pupils are presented with a number of carefully sequenced structures to help them understand the basic patterns and sound of English. Pupils generate new structures based on their understanding and instruction in reading, and writing is used to reinforce oral use of the language.

CONCURRENT

Concepts are explained or taught in one language and then immediately in the other language. School subjects are taught in two languages, with the exception of language arts. The teacher avoids resorting to translation, but rather explains each concept in both languages. The teacher switches frequently from one to the other language, but only when such a code switching is pedagogically justifiable.

DIRECT

The second language is introduced orally. Reading instruction is begun in the second language. Use of the mother tongue is avoided. Language instruction is based on step by step progression of grammatical materials. The use of meaningful exercises, instead of mechanical drills is stressed. Additional characteristics of the method include practice for communication and comprehension of everyday situations.

ECLECTIC

Eclectic means a combination. No single method can be used or over used to meet the diverse need of a given group of pupils. Teachers may use combined features of different methods in a variety of ways supplementing them with the use of original or adapted techniques and activities. Each method may have its own particular value and mixture of methods to meet the needs of a particular population of students.

ORAL/AURAL - AUDIOLINGUAL

A method of learning language in which structural patterns are characterized by oral drills, with practice and suggestions for their use in class, plus logical sequencing of the introduction of new structure elements. The emphasis is one rote learning and drills. Listening comprehension precedes student participation in oral activities. Listening and speaking activities are highly structured, reading and writing after oral mastery.

PREVIEW - REVIEW

In this method, each language is used as the medium of instruction on alternate days. On a day when the second language is used as the "core" language, the sequence is as follows:

(a) A short introduction of the main concepts of the lesson is given in the native language of the LEP students

(b) The bulk of the lesson is then presented in the second language (English)

(c) A general review of the basic content is given in the native language

The main intent of the method is to insure that the students understand the main concepts presented in the lesson. The students who do not need the preview/review on a particular day work at other tasks. This method is designed to provide for more than random use of a second language and when the "core language" used is the student's native language, it may build the self-image of the limited English speaker, since the English speakers are also getting instruction in the other language.

SEPARATE USE OF L1-L2

Instruction is provided in the pupil's first language during a portion of the school day. Instruction is also provided in ESL during another portion. A decided advantage of this method is that the pupil continues to grow in the use of his first language while developing skill in the second language.

TOTAL PHYSICAL RESPONSE - (TPR)

A method designed to develop listening and comprehension skills. The main objective is to develop listening fluency. It is based on the theory that the skill of listening may have the most maximum positive transfer to the other three language skills; speaking, reading and writing. The strategy of total physical response is to have the students listen to a command in the second language and immediately obey with a physical action. Students are not initially required to speak. Proponents claim the method enhances memory.

TRANSLATION

The translation method uses vocabulary lists with native language equivalents or translations and involves explanations and descriptions of grammar in the pupil's first language. Practice through reading and translation exercises is also provided. The method may help pupils develop a reading knowledge of English, but it may not be adequate for the development of basic oral and writing skills.

FIRST LANGUAGE USE

In this method, the teacher uses a level of the pupil's first language that is understandable to them. The primary language is used to give directions, explain difficult points of grammar, draw correlations between the first and second language, and clarify meanings.

MORPHOLOGY (See Linguistics, Subdisciplines)

MULTICULTURAL (See Culture)

NON-MINORITY ENGLISH PROFICIENT PUPILS

Pupils of fluent English proficiency who do not have a home language other than English and who are not classified as a member of a racial or ethnic minority group.

PEER TEACHING

The use of a student in the classroom to act as a teacher for another student or a small group in a given instruction activity. The child may hold both "student" and "teacher" roles within one classroom.

PLANNED INSTRUCTION

Instruction accompanied by at least three organized lessons totaling at minimum 100 minutes of instruction per week. Students receiving this planned instruction in or through the primary language have a textbook or an equivalent set of materials in that language for each area specified in the subject being taught.

RECLASSIFICATION, LANGUAGE

The determination of when a student with a primary language other than English has acquired English language literacy skills to succeed in an English-only classroom. Reclassification does not require that a student should be removed from a bilingual speaking program but rather that the student is fluent English proficient.

RECLASSIFICATION CRITERIA

Those factors which are considered when determining whether a student has acquired sufficient English language skills to be reclassified (or to be considered as) a fluent English speaking student. According to AB 507, Sec. 16, 52164.6, the reclassification process shall utilize multiple criteria, including but not limited to, all of the following:

(a) Teacher evaluation, including a review of the pupil's curriculum mastery

(b) Objective assessment of oral language proficiency and reading and writing skills

(c) Parental opinion and consultation

(d) An empirically established range of performance in basic skills, based on nonminority English proficient pupils of the same age and grade, which demonstrates that the pupil is sufficiently proficient in English to succeed in an English-only classroom.

SECOND LANGUAGE ACQUISITION

The process by which a person acquires another language. The process may be simultaneous acquisition of two languages or the sequential acquisition of two languages. Basic similarities characterize the acquisition of second language learners in terms of (1) types of errors, (2) steps in the acquisition of structures, and (3) the acquisition order of a subset of structures. The existence of similarities in the verbal output of second language learners of different first language backgrounds point to the existence universal mental mechanisms that guide the second language acquisition process, influencing the manner in which students progress and finally learn the second language.

SOCIO-AFFECTIVE FILTER (See Affective Filter)

SPANISH (OR X)-AS-A-SECOND-LANGUAGE

The teaching of Spanish (or X) as second language using second language acquisition techniques. The pupils of Fluent English Proficiency (FEP) and pupils whose primary language is English, participating in bilingual programs are taught Spanish (or X) as a second language.

"X" refers to the primary language group in a bilingual program. Most bilingual programs in California are Spanish; other bilingual programs include Portuguese, Cantonese, Vietnamese, and so forth.

TECHNIQUES

A set of specific acts by the teacher and/or student in accomplishing one or more objectives such as oral reading, pattern practice, verse speaking, etc. As a more discrete and specific term than approaches or methods, techniques embody numerous instructional practices. Few techniques are unique to bilingual education and second language learning; most often they are adaptions from general education techniques and specify the language or languages to be used, how much to use, and when to use them.

STANDARD EXERCISES

Exercises that employ the basic techniques available for drilling grammatical structures of the second language. Standard exercises include substitution, change-to-question, question-answer, interrogative-word-question, fill in the blanks, tense-change, and sentence completion.

STRUCTURED

Those techniques that require students to use the second language in a specific and formal manner. Structured techniques include drills such as : expansion, repetition, substitution, transformation, and replacement. (see Drills, Second Language Learning)

UNSTRUCTURED

Those techniques that require students to use the second language in a relaxed and social manner. Unstructured techniques include observation, question/answer, memorization, role-playing, dramatization, recitation, songs, games, dances. Also referred to as activities. (see Activities)

WAIVER(S), TEACHER

The postponement of the bilingual teacher certification process. According to AB 507, waivers are authorized until June 30, 1984, or until the end of the fourth waivered year. Applications for waivers include specified certification of the teacher applicant's progress toward satisfying the competency requirements.

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